



United States  
Department of  
Agriculture

Cooperative State  
Research, Education and  
Extension Service  
and Land-Grant University  
Cooperating Extension Service



# Cooperative Extension System 2002 Annual 4-H Youth Enrollment Report

For the State  
Reporting Year  
Including Jan. 1, 2002

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(State)

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This paper version of Form CES-237 is for the state reporting year which includes January 1, 2002. It is intended for reference and local use. County enrollment summaries referred to on this paper form are to be sent to the State 4-H Leader as directed. State Summaries are to be sent as electronic attachments, *only* in the format created by 4HPlus, EOnly, or Blue Ribbon software.

Send to [asmith@reeusda.gov](mailto:asmith@reeusda.gov) by **November 1, 2002**

Families, 4-H and Nutrition

Cooperative State Research, Education, and Extension Service

United States Department of Agriculture

Allan T. Smith, National 4-H Program Leader, Stop 2225 USDA, 1400 Independence Avenue, SW, Washington, DC 20250-2225

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## GENERAL INFORMATION

Specific instructions for compiling the CES Annual 4-H Enrollment Report Form have been included throughout the report form, as they apply to the various items.

Demographic information requested has been designed to meet needs related to Title VI (Civil Rights requirements) and Title IX (sex) as well as the needs of State and National staffs for programming and accountability. This routine enrollment report is not intended to supercede or negate the requirements of court-ordered or legally imposed affirmative action compliance plans which may be in effect in a particular State.

### RACIAL-ETHNIC CLASSIFICATION

Racial-ethnic designations **do not** denote scientific definitions of anthropological origins. A program participant may self select the group in which he or she appears to belong, identifies with, or is regarded in the community as belonging to. No person should be counted in more than one racial-ethnic category. The specific categories listed below conform to definitions for legally-protected classes. Additional **sub-categories** based on national origin or primary language spoken may be used, where appropriate, on either a regional and/or State basis. Sub-categories used in a State must be combined for a federal report.

In compliance with Department of Justice rules and regulations, all recipient agencies of federally assisted programs, which are required to collect and record racial participation data, must use the following revised racial-ethnic categories. These categories are:

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal identification or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Black, not of Hispanic Origin: A person having origins in any of the black racial groups of Africa.

White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Racially Ethnically Mixed Communities: An area or community in which more than one of the racial-ethnic groups make up the population of potential program participants.

Racially Ethnically Integrated Group: A group composed of members of more than one of the racial-ethnic groups above.

## DEFINITIONS

4-H: The Extension youth development education program of the Cooperative Extension Service.

Participants in 4-H: 4-H youth development education programs are created and conducted by the Cooperative Extension System and its partners principally for specific developmental levels of youth within the span of the grades K-12. "Special" 4-H programs are offered to mentally challenged individuals of any age. In addition, Collegiate 4-H organizations provide volunteer service, social and educational opportunities for young adults in college. Adults participating in 4-H educational programs may do so as volunteers and/or to learn about working with youth as parents, as volunteers, or as professionals. The 4-H name and emblem can appropriately be used with this full range of youth and adult participants.

Enrolled Youth: Any youth who is recorded by Extension as participating in one of the recognized delivery modes - a 4-H Youth Participant or 4-H Member.

Individual Enrollment: Enrolled with detailed individual demographic data which includes name and address. Required of 4-H Members and 4-H Direct Volunteers. Encouraged but not required for other participants and volunteers.

Group Enrollment: Aggregated demographic and subject data regarding a CES Youth Development Education Unit or adult training experience. The experience may or may not have 4-H in its title. Group enrollment is used for experiences of limited duration, or when detailed data on participants is not available.

4-H Youth Participant: Any youth taking part in programs provided as a result of action by Extension personnel (professional, paraprofessional, and volunteer). This includes youth participating in programs conducted through 1862, 1890 and 1994 land-grant universities, EFNEP, urban gardening, and other programs which may not actually use the 4-H name and emblem with participants.

4-H Member: Any youth who has completed individual enrollment in an organized ongoing local 4-H Unit, and is aware of their involvement in 4-H. Includes, but is not necessarily limited to 4-H Club Members.

4-H Unit: An identifiable group of youth sanctioned by Extension organized to have similar learning experiences. e.g.: club, classroom of students, a camp session.

4-H Adult Participant: Any adult who works for the benefit of youth who is recorded by Extension as a participant in a 4-H sponsored adult learning experience. May include parents, volunteers and professionals of agencies and groups beyond 4-H.

4-H Volunteer: Any adult or youth recognized by Extension as giving service to the 4-H program without salary or wages from Extension.

Direct Volunteer: Unpaid support for the 4-H program through face to face contact with youth, by a youth or adult. e.g.: project leader, club leader, camp counselor, teacher.

Indirect Volunteer: Unpaid support for the 4-H program by a youth or adult which does not include face-to-face contact with youth. e.g.: boards, committees.

Middle Manager: Unpaid service to or leadership of other volunteers by a youth or adult.

Youth Volunteer: Unpaid support for the 4-H program by a person who has not yet graduated from High School. (A youth volunteer is likely to also be a youth participant).

Adult Volunteer: Unpaid support for the 4-H program by an individual beyond High school age.

Coalition: Two or more agencies, or institutions, from the public or private sector, which jointly develop and implement a program for the benefit of youth.

Curriculum: Planned sequential learning experiences integrating subject matter and life skills, supported by written, audio, video, or computer instructional guidance.

Initiative: A focused educational effort arising from the ongoing programs of the Extension system which for a limited time addresses a societal issue of wide public concern.

4-H Alumni: Someone whose life was touched as a participant or volunteer in 4-H.

1862, 1890 & 1994 Land Grant Universities: 1862 LGU's consist of one university per state, which were authorized and funded that year by Congress under the Morrill Act. In 1890, Congress added 17 historically-black universities in southern states to the system. Since then, Tuskegee University, U. of the District of Columbia, and territorial universities have been added to the land grant university system. In 1994, twenty-six Native American tribal colleges were given land-grant university status.

# ANNUAL EXTENSION YOUTH ENROLLMENT REPORT

**Note:** All Extension Youth Programs, from 1862, 1890 or 1994 land grant universities, should be included in this summary.

	MALE	FEMALE	TOTAL YOUTH	NO. 4-H UNITS
<b>1. Youth members of organized 4-H Clubs.</b> <i>An organized group of youth, led by an adult, with a planned program that is carried on throughout all or most of the year. 4-H Clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club. Includes 4-H Clubs (which meet these criteria) in school age child care settings.</i>				
<b>2. Youth participating in 4-H special interest/short-term programs/Day Camps</b> <i>Groups of youth meeting for a specific learning experience which involves direct teaching by Extension staff or trained volunteers, including teachers. Program not part of school curriculum and not restricted to members of 4-H Clubs.</i>				
<b>3. Youth participating in 4-H overnight camping programs.</b> <i>Youth taking part in an Extension planned educational experience of group living in the out-of-doors which includes being away from home at least one night (resident, primitive or travel camping) and is not restricted to members of organized 4-H Clubs.</i>				
<b>4. Youth participating in 4-H school enrichment programs.</b> <i>Groups of youth receiving a sequence of learning experiences in cooperation with school officials during school hours, to support the school curriculum. Involves direct teaching by Extension staff or trained volunteers, including teachers.</i>				
<b>5. Youth participating in 4-H individual study/mentoring/family learning programs.</b> <i>Planned learning which occurs independent of a formal group setting such as a club, as an individual, paired, or family learning effort. Self-directed, usually with limited adult involvement except for parents (or mentor). Examples include self-study, home study courses, mentoring or shadowing with an "expert", whole families learning together.</i>				
<b>6. Youth participating in School-Aged Child Care Education Programs.</b> <i>Educational programs offered to youth outside of school hours, usually in a school or other community center and incorporating 4-H curricula. The primary purpose is to provide care for youth while parents are working or unavailable. (4-H Clubs in school age child care settings should be reported under "Organized 4-H Clubs".)</i>				
<b>7. Youth Participating in Instructional TV/Video Programs.</b> <i>Youth offered learning experiences through Extension via broadcast or closed circuit television, including satellite transmission, or videotape replays of such series.</i>				
<b>8. TOTAL (With duplications included)</b>				
<b>9. TOTAL (With duplications eliminated)</b>				

## 10. School Grade as of Jan. 1.

Kindergarten	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	
Post H.S. Ed.	
Not in School	
*Special	
<b>TOTAL</b>	

(With duplications eliminated)

## 11. Place of Residence of 4-H Participants.

<b>Farm:</b> <i>Use the U.S. Census definition for a farm which includes all persons living in rural territory on places from which \$1,000. or more of agricultural products were sold, or normally would have been sold, in the reporting year.</i>	
<b>Towns under 10,000 and rural non-farm:</b> <i>Persons who live in towns under 10,000 population in rural non-farm and open country situations not reported as farm in above definition.</i>	
<b>Towns and cities, with populations of 10,000 and up to 50,000, and their suburbs:</b> <i>Include participants who live within the immediately built up areas surrounding such towns and cities even though they might live somewhat beyond the immediate city limits.</i>	
<b>Suburbs of cities over 50,000:</b> <i>Report the number of participants in the urbanized and contiguous suburbs and towns surrounding a city over 50,000. This category conforms to the urbanized portion of metropolitan rings included in standard metropolitan statistical areas (SMSA's).</i>	
<b>Central cities over 50,000:</b> <i>Report the participants living within the boundaries of metropolitan cities over 50,000 population. This category includes twin cities of standard metropolitan statistical areas (SMSA's).</i>	
* "Special" 4-H participants are mentally challenged persons over 19.	
<b>TOTAL:</b>	

(With duplications eliminated)

**12. Numbers of Youth Involved in Cooperative Extension System Initiatives, and Source of Program.**  
**4-H Program Conducted By:**

Cooperative Extension System National Initiative:	1862 land grant university	Coalition, including 1862 LGU	1890 land grant university	Coalition, including 1890 LGU	Coalition, including 1862 & 1890 land grant u.	TOTAL YOUTH BY INITIATIVE
B. Food Safety and Quality						
I. Managing Change in Agriculture						
G. Healthy People, Healthy Communities						
J. Workforce Preparation						
K. Child Care						
Z. Not Part of a National CES Initiative						
TOTAL YOUTH BY PROGRAM SOURCE						

**13. Distribution of Racial-Ethnic Youth in integrated and non-integrated 4-H Units.**

		White, not of Hispanic origin	Black, not of Hispanic origin	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	TOTAL YOUTH	TOTAL UNITS
Youth in <b>integrated</b> 4-H units in racially-ethnically mixed communities	A# Youth							
	B# Units							
Youth in 4-H units <b>not-integrated</b> in racially-ethnically mixed communities	C# Youth							
	D# Units							
Youth in 4-H units in non-racially-ethnically mixed communities	E# Youth							
	F# Units							
Youth in 4-H individual study/mentoring/family learning programs	G# Youth							
Youth in 4-H Instructional TV	H # Youth							
TOTAL (duplications not eliminated)	I# Youth							
TOTAL *(duplications eliminated)	J# Youth							
	K# Units							

Each youth may be counted in only one racial-ethnic column. In the body of the table, since youth may take part in several Units or delivery modes, they may be counted on each row which describes that Unit or participation.

Duplications Not Eliminated: Total numbers of youth which appear in that column, even though some are counted more than once.

\* Duplications Eliminated: Actual number of different individuals, with each counted only once.

## 4-H VOLUNTEER SERVICE BY RACE AND CLASSIFICATION OF SERVICE

14. ADULT VOLUNTEERS		White, not of Hispanic origin	Black, not of Hispanic origin	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	TOTALS by Volunteer Type
4-H DIRECT VOLUNTEER	A. Male						
	B. Female						
4-H INDIRECT VOLUNTEER	C. Male						
	D. Female						
4-H MIDDLE MANAGER	E. Male						
	F. Female						
TOTAL (duplications not eliminated)	G. Male						
	H. Female						
TOTAL *(duplications eliminated)	I. Male						
	J. Female						

15. YOUTH VOLUNTEERS		White, not of Hispanic origin	Black, not of Hispanic origin	American Indian or Alaskan Native	Hispanic	Asian or Pacific Islander	TOTALS by Volunteer Type
4-H DIRECT VOLUNTEER	A. Male						
	B. Female						
4-H INDIRECT VOLUNTEER	C. Male						
	D. Female						
4-H MIDDLE MANAGER	E. Male						
	F. Female						
TOTAL (duplications not eliminated)	G. Male						
	H. Female						
TOTAL *(duplications eliminated)	I. Male						
	J. Female						

**4-H Volunteer** - Any adult or youth recognized by Extension as giving service to the 4-H program without salary or wages from Extension.

**Direct Volunteer** - Unpaid support for the 4-H program through face to face contact with youth, by a youth or adult. e.g.: project leader, club leader, camp counselor, teacher.

**Indirect Volunteer** - Unpaid support for the 4-H program by a youth or adult which does not include face-to-face contact with youth. e.g.: boards, committees.

**Middle Managers** - Unpaid service to or leadership of other volunteers by a youth or adult, beyond the club or unit level.

**Duplications Not Eliminated** - Include each volunteer in a race x sex blank for each classification of service which they have performed in the reporting year.

**\*Duplications Eliminated** - Include each individual in only one race x sex blank. The "Duplications Eliminated" total is the actual number of different individuals who performed volunteer service for 4-H during the year.

**Racial Ethnic Classification** - This information is requested only to gather statistics and determine compliance with Civil Rights laws. See the explanation in the Definitions section.



## 16. NUMBERS OF ADULTS AND YOUTH VOLUNTEERS TRAINED THROUGH 4-H (during the reporting year)

(Do not include in this chart training of youth volunteers which has been reported under the curriculum classification in item 17.)

	YOUTH VOLUNTEERS	ADULT VOLUNTEERS	OTHER ADULTS
<b>A. Leadership</b> - topics relating to organizing, managing and teaching youth in a nonformal education setting.			
<b>B. Parenting</b> - knowledge and skills relating to developmental and learning needs of children and youth.			
<b>C. Other</b> - any training topic beyond the two listed above.			
<b>D. TOTALS</b>			

## 17. 4-H CURRICULUM CLASSIFICATION

Record the number of youth participants in 4-H subjects/projects/learning experiences. Youth may participate in more than one of the subject-matters listed below and should be counted each time. Include all youth enrolled in Extension sponsored educational efforts, whether or not they carry the label "4-H". For example, include all TV series, 1890 programs, youth urban gardening, youth EFNEP participants, camps, and targeted Youth at Risk programs.

Specific State or local projects should be incorporated into the categories that most accurately reflect educational work being done in Extension 4-H Youth Programs. Each State or county may report in the "Youth Enrolled" blanks below at any appropriate level of specificity. e.g.: If a project is a general introduction to Plants and Animals, it would be coded "G". If it deals with all animals, it would be coded "GB". If it is specific to Beef, "GBB". If the project deals with an animal species not specifically listed, e.g. Llamas, report it under Animals, GB". There are no "other" categories. States and counties may use an (optional) character of the curriculum classification to collect more specific information on project year, etc., although this information will not be included in a report to USDA.

Use "Subtotal" blanks below to show the numbers of enrollments in each major (single letter) category. Total all single letter categories in the "Grand Total Enrollments" on page 12.

CODE	(optional)	CURRICULUM CATEGORY	YOUTH ENROLLED	SUBTOTALS
A		CITIZENSHIP AND CIVIC EDUCATION		
AB		Citizenship (local, state, national)		
AC		Cultural Education (including heritage, diversity, exchanges)		
AD		Global Education (including international exchanges, if enrolled)		
AE		Intergenerational Programming		
AF		Understanding Physical and Mental Limitations		
AG		Volunteerism		
AH		Service Learning		
AI		Community Service		
B		COMMUNICATIONS AND EXPRESSIVE ARTS		
BA		Communication Arts		
BAA		Speaking/Radio/TV		
BAB		Writing/Print		
<b>BB</b>		<b>Performing Arts</b>		
BBA		Clowning/Mime		
BBB		Dance/Movement		
BBC		Drama/Theater		
BBD		Music/Sound		
<b>BC</b>		<b>Visual Arts</b>		
BCA		Arts and Crafts		
BCB		Drawing, Painting, Sculpture		
BCC		Graphic Arts, Displays, Exhibits		

CODE	(optional)	CURRICULUM CATEGORY	YOUTH ENROLLED	SUBTOTALS
BCD		Photography, Video		
<b>C</b>		<b>CONSUMER AND FAMILY SCIENCES</b>		
<b>CA</b>		<b>Child Development, Child Care, Babysitting</b>		
<b>CB</b>		<b>Clothing and Textiles</b>		
<b>CC</b>		<b>Consumer Education</b>		
<b>CD</b>		<b>Home Environment</b>		
<b>CE</b>		<b>Parenting and Family Life Education</b>		
<b>D</b>		<b>ENVIRONMENTAL EDUCATION AND EARTH SCIENCES</b>		
<b>DA</b>		<b>Environmental Stewardship (general)</b>		
<b>DB</b>		<b>Earth, Water, and Air</b>		
DBA		Geology and Minerals		
DBB		Weather and Climate		
DBC		Soils and Soil Conservation		
DBD		Water		
<b>DC</b>		<b>Energy (general, home, farm, transportation)</b>		
<b>DD</b>		<b>Forests, Rangeland, and Wildlife</b>		
DDA		Forestry		
DDB		Range Science		
DDC		Wildlife and Fisheries		
<b>DE</b>		<b>Outdoor Education/Recreation</b>		
DEA		Adventure/Challenge		
DEB		Shooting Sports		
<b>DF</b>		<b>Waste Management</b>		
DFA		Composting		
DFB		Recycling		
DFC		Household Hazardous Waste		
<b>E</b>		<b>HEALTHY LIFESTYLE EDUCATION</b>		
<b>EA</b>		<b>Chemical Health</b>		
<b>EB</b>		<b>Mental and Emotional Health</b>		
<b>EC</b>		<b>Foods and Nutrition</b>		
ECA		EFNEP ( <b>ALL</b> youth participants of EFNEP programs)		
ECB		Foods Safety		
ECC		Food Preservation		
<b>ED</b>		<b>Physical Health</b>		
EDA		Fitness and Sports		
EDB		Growth, Development and Disease		
EDC		Home Nursing, First Aid/CPR		
EDD		Sexual Health		
<b>EE</b>		<b>Safety</b>		
EEA		ATV Safety		
EEB		Automotive Safety (including seat belts, etc.)		
EEC		Bicycle Safety		
EED		Communities for Child Safety		
EEE		Emergency Preparedness		
EEF		Tractor and Machinery Safety Certification		
<b>F</b>		<b>PERSONAL DEVELOPMENT AND LEADERSHIP</b>		
<b>FA</b>		<b>Career Exploration and Employability</b>		
<b>FB</b>		<b>Critical Thinking Skills</b>		

FC		Economics, Business and Marketing		
FD		Introductory 4-H Projects (for participants 5-8 years old)		

CODE	(optional)	CURRICULUM CATEGORY	YOUTH ENROLLED	SUBTOTALS
FC		Hobbies and Collections		
FF		Leadership Skills Development		
FG		Leisure Education (general)		
FH		Personal Development (general)		
FI		Reading Literacy		
FJ		Social Recreation Skills		
FK		Values Clarification		
G		PLANTS AND ANIMALS (applied bio. sciences, production, and pets)		
GA		AG in the Classroom		
GB		Animals		
GBA		Aquaculture		
GBB		Beef		
GBC		Birds and Poultry (caged birds, chickens, pigeons, waterfowl)		
GBD		Cats		
GBE		Dogs		
GBF		Dairy Cattle		
GBG		Goats (dairy, hair, meat)		
GBH		Horse & Pony		
GBI		Rabbits/Cavies		
GBJ		Sheep		
GBK		Small Animals/Pocket Pets/Lab Animals		
GBL		Swine		
GC		Plants		
GCA		Crops/Weeds		
GCB		Flower Gardening/House Plants		
GCC		Gardens - Fruit/Vegetables		
GCD		Ornamental Horticulture		
H		SCIENCE AND TECHNOLOGY		
HA		Science/Technology Literacy		
HAA		SERIES (specific program)		
HAB		SPACES (specific program, Sci/Tech component only)		
HB		Biological Sciences		
HBA		Animal Science		
HBB		Aquatic Science		
HBC		Entomology and Bees		
HBD		Food Science		
HBE		Marine Science		
HBF		Meat Science		
HBG		Plant Science		
HBH		Poultry Science and Embryology		
HBI		Veterinary Science		
HC		Technology and Engineering		
HCA		Aerospace		
HCB		Automotive		
HCC		Bicycle		
HCD		Computer Technology		
HCE		Electric		
HCF		Electronics		
HCG		Engines, Tractors and Field Equipment		
HCH		Wood Science and Industrial Arts		

<b>HD</b>		<b>Physical Sciences</b>		
HDA		Astronomy		
HDB		Chemistry		
HDC		Mathematics		
HDD		Physics		

<b>18. CURRICULUM ENROLLMENTS</b> (Duplications not Eliminated)	<b>ADD SUBTOTALS A, B, C, D, E, F, G, H =</b>	<b>GRAND TOTAL</b>

#### DEFINITIONS FOR CURRICULUM CLASSIFICATION

- A CITIZENSHIP AND CIVIC EDUCATION** - preparation for roles as a member of society, legal proceedings, public policy and inter-relations
- AB Citizenship** (local, state, national) - understanding government and active participation in community life and community problem solving
- AC Cultural Education** including:  
Heritage - passing on valued knowledge, skills and tradition to succeeding generations;  
Diversity/Pluralism - more than one culture, national origin, race or creed;  
Exchanges - reciprocal visits, and/or inbound or outbound delegate(s)
- AD Global Education** including: world wide programming, international exchange programs for youth enrolled in 4-H
- AE Intergenerational Programming** - Educational efforts to link youth to another generation in a common cause
- AF Understanding Physical and Mental Limitations** - appreciation and acceptance of disabilities, handicaps
- AG Volunteerism** - Learning about the importance and nature of services done of one's own free will, for the benefit of others
- AH Service Learning** - Acquiring personal skills and knowledge in the process of performing service for others through an organized program, followed by personal reflection
- B COMMUNICATIONS AND EXPRESSIVE ARTS** - Skills of expressing, imparting, and conveying information to others
- BA Communications Arts** - interchange of thought or information as a verbal or written message
- BAA Speaking/Radio/T.V.** - Demonstrations, Public Speaking, Illustrated Talks, preparing programs for radio and/or T.V.
- BAB Writing/Print** - Journalism, written communication, creative writing, poetry
- BB Performing Arts** - communicating through action displaying a special skill as a public exhibition
- BBA Clowning/Mime** - Entertaining through pantomime and/or role playing acts
- BBB Dance/Movement** - Rhythmic and harmonized body movement, spontaneous or controlled
- BBC Drama/Theater** - Performance and appreciation of acting
- BBD Music/Sound** - Vocal and instrumental performance, appreciation, or theory
- BC Visual Arts** - Give form and meaning through creative processes involving line, color, form, pattern and texture in two and three dimensions
- BCA Arts and Crafts** - Knowledge or skill requiring some degree of manual dexterity in production of an aesthetic object
- BCB Drawing, Painting, Sculpting**
- BCC Graphic Arts, Displays, Exhibits**
- BCD Photography/Video**
- C CONSUMER AND FAMILY SCIENCE** - Development of consumer oriented, family related skills
- CA Child Development, Child Care, Babysitting**

- CB Clothing and Textiles**
- CC Consumer Education**
- CD Home Environment - Includes Home Improvement**
- CE Parenting and Family Life Education**

**D ENVIRONMENTAL EDUCATION AND EARTH SCIENCES** - General studies of human life and its relationship to other life forms on earth and the physical, biological, and chemical environments

- DA Environmental Stewardship** - (general) Cultivation of a personal commitment to responsible resource management which contributes to the quality of life for present and future generations. This includes knowing about and caring for the environment, and applying this concern through responsible action for the rest of our lives.
- DB Earth, Water, and Air** - studies which address mostly physio-chemical aspects of the environment; the lithosphere (geology, minerals), hydrosphere (water), and atmosphere (weather and climate)
  - DBA Geology and Minerals** - studies of sedimentary, igneous and metamorphic rocks, minerals, and geologic processes through earth's history
  - DBB Weather and Climate** - studies of local or regional atmospheric phenomena occurring over the short term (weather) as well as long term trends which are expressed as regional climates
  - DBC Soils and Soil Conservation** - studies of soils as plant growth media, construction materials and naturally occurring bodies. Soils represent the place where earth's crust, the atmosphere, living things and water are most intimately mixed.
  - DBD Water** - studies of the "universal solvent" which makes life possible including; water supply and uses, the water cycle, water conservation, and water pollution
- DC Energy** (general, home, farm, transportation) - exploration of the basic principles of thermodynamics and physics and how these principles apply to energy use in a variety of settings
- DD Forests, Rangeland, and Wildlife** - studies of renewable natural resources, mostly on noncultivated and non-urban lands
  - DDA Forestry** - studies of forested lands used for timber production, recreation, wildlife habitat and watershed
  - DDB Range Science** - studies of wildlands used for grazing of domestic livestock, wildlife habitat, timber, watershed and recreation. Rangelands are generally too rocky, steep or arid for cultivation.
  - DDC Wildlife and Fisheries** - studies of wildlife and fish species in terms of life history, geographic distribution, bio-diversity, habitat, human utility, management and aesthetic values
- DE Outdoor Education/Recreation** - Experiences that involve being in, using, enjoying, or interpreting the natural environment
  - DEA Adventure/Challenge** - outdoor activities which challenge the human spirit and body, such as hiking, primitive camping, survival training, orienteering and ropes courses
  - DEB Shooting Sports** - use of firearms and archery equipment to facilitate personal goal setting, sportsmanship, confidence, and safety. Shooting sports is perceived as a starting point for other environmental education areas.
- DF Waste Management** - consideration of the waste stream from extraction or harvest of raw materials through enviroshopping to disposal by landfilling or incineration. Waste management includes waste reduction, composting, re-use, recycling, waste-to-energy, waste stabilization and disposal.
  - DFA Composting** - transformation of organic waste to a useful mulch or soil amendment
  - DFB Recycling** - The purchase of materials with recycled content and diversion of materials back to useful processes with the goal of reducing energy use, reducing consumption of natural resources, and decreasing waste going to landfills and incinerators
  - DFC Household Hazardous Waste** - Family generated solid waste or refuse that contains materials that are ignitable, corrosive, reactive, or toxic

**E HEALTHY LIFESTYLE EDUCATION** - related to a way of life or state of health for mind and body

- EA Chemical Health** - the effects of chemical substances on one's physical or mental well-being
- EB Mental and Emotional Health** - related to self understanding, self and stress management, and interpersonal relationships

- EC Foods and Nutrition** - foodstuffs, their preparation, and the act of being nourished by wholesome sustaining food substances
- ECA EFNEP** - Expanded Foods and Nutrition Education Program youth
- ECB Foods Safety** - related to protection and immunity of foodstuffs and diet
- ECC Food Preservation** - maintaining, perpetuating, and safeguarding foodstuffs
- ED Physical Health** - related to the body's well-being and wholeness
- EDA Fitness and Sports** - learning about or participating in vigorous exertion, of whatever kind
- EDB Growth, Development, and Disease** - human development across the life span and the maintenance of well-being
- EDC Home Nursing, First Aid/CPR** - programs focused on management and care of the ill at home, emergency care and preparation
- EDD Sexual Health** - understanding and learning about human sexuality
- EE Safety** - programs/activities/projects that affect being secure or protected from hurt, injury, harm or loss
- EEA ATV Safety** - all terrain vehicle safety
- EEB Automotive Safety** - (including seatbelts, etc.)
- EEC Bicycle Safety**
- EED Communities For Child Safety** - an interacting population of individuals in a common locale linked by child safety
- EEE Bicycle Safety**
- EEF Tractor and Machinery Safety Certification** - programs resulting in certification of an individual to operate agricultural production equipment legally and safely
- F PERSONAL DEVELOPMENT AND LEADERSHIP** - relating to individual influence, excellence, conduct, motives, characteristics, traits, attitudes or habits
- FA Career Exploration and Employability** - learning about alternatives in jobs, permanent callings and professions, the expectations and rewards of each, and workforce preparedness
- FB Critical Thinking Skills** - learning to exercise careful judgement and evaluation
- FC Economics, Business, and Marketing** - study of principles underlying commerce, merchandising, and entrepreneurship
- FD Exploring 4-H** - General introductory for youngest participants
- FE Hobbies and Collections** - Leisure interests which intensely absorb the individual's attention over a long period of time, such as enjoyable avocations, (making or doing) or the accumulation of objects gathered for study, comparison or exhibition
- FF Leadership skills Development** - development of qualities necessary to work with and through others to accomplish goals
- FG Leisure Education** - (General) Learning to transform free time into self discovery and personal fulfillment through knowledge of self and available alternative activities
- FH Personal Development** - (General) Expanding knowledge of self, and expanding capabilities
- FI Reading Literacy** - Encourages expanded ability to understand printed or written information
- FJ Social Recreation Skills** - Freely chosen activities in which the motivation is the basic social drive, the need to interrelate with people
- FK Values Clarification** - A process for examining and developing ones own attitudes and values
- G PLANTS AND ANIMALS** - (Applied biological sciences, production, and pets)
- GA Ag in the Classroom** - In-school exploration of agriculture
- GB Animals** - (general, or specific species not on list below)

<b>GBA</b>	<b>Aquaculture</b> - hydroponics and the cultivation of the natural produce of water, such as fish, crayfish, etc.
<b>GBB</b>	<b>Beef</b> - Domesticated bovine developed primarily for the efficient production of red meat
<b>GBC</b>	<b>Birds and Poultry</b> - domesticated birds, chickens, pigeons, waterfowl, and other warm-blooded, feathered animals
<b>GBD</b>	<b>Cats</b>
<b>GBE</b>	<b>Dogs</b>
<b>GBF</b>	<b>Dairy Cattle</b> - bovine bred and developed chiefly for milk production
<b>GBG</b>	<b>Goats</b> - milk, hair, and/or milk producing
<b>GBH</b>	<b>Horse/Pony</b> - breeding, care, training for riding, pleasure or draft purposes
<b>GBI</b>	<b>Rabbits/Cavies</b> - any of several small domesticated mammals related to ordinary hares or to rough-haired South American rodents in the Caviidae family, such as guinea pigs
<b>GBJ</b>	<b>Sheep</b>
<b>GBK</b>	<b>Small Animals/Pocket Pets/Lab Animals</b> - Includes all other small domesticated mammals raised and cared for not listed in any other GB category
<b>GBL</b>	<b>Swine</b>
<b>GC</b>	<b>Plants</b> - Living vegetables, herbs, greenery or foliage, trees, vines, shrubs, etc.
<b>GCA</b>	<b>Crops/Weeds</b> - (Crops): A plant product grown and harvested for profit or consumption; (Weeds): Plants which interfere with the growth and production of more desirable plants
<b>GCB</b>	<b>Flower Gardening/House Plants</b> - Desirable plants cultivated for their appearance and/or ornamentation either outdoors, indoors, in or out of containers, either as a hobby or as a business
<b>GCC</b>	<b>Gardens - Fruit/Vegetables</b> - Desirable plants cultivated for their production of edible herbs, fruits, flowers, or vegetables
<b>GCD</b>	<b>Ornamental Horticulture</b> - Plants cultivated primarily for landscaping and aesthetic purposes
<b>H</b>	<b>SCIENCE AND TECHNOLOGY</b> - Applied knowledge, expertise and disciplines attained through study or practice concerned with the physical world
<b>HA</b>	<b>Science/Technology Literacy</b> - Ability to understand applied knowledge, expertise and disciplines attained through study of the physical world
<b>HAA</b>	<b>Series</b> (Specific 4-H program, originating in California)
<b>HAB</b>	<b>Spaces</b> (Science and Technology components of a Specific 4-H program, originating in Michigan. Record non-science Spaces enrollments by their subject)
<b>HB</b>	<b>Biological Sciences</b> - The discipline and knowledge base applied to life and living processes
<b>HBA</b>	<b>Animal Sciences</b> - The discipline of agriculture concerned with production and care of domestic animals
<b>HBB</b>	<b>Aquatic Science</b> - 4-H Aquarium projects
<b>HBC</b>	<b>Entomology and Bees</b> - The discipline of zoology that deals with insects
<b>HBD</b>	<b>Food Science</b> - The discipline of nutrients in solid form that nourishes, sustains, or supplies mankind
<b>HBE</b>	<b>Marine Science</b> - The discipline relating to sea life and its management
<b>HBF</b>	<b>Meat Science</b> - The discipline of animal tissue used as food from the flesh of domesticated animals
<b>HBG</b>	<b>Plant Science</b> - The discipline of the Plantae kingdom
<b>HBH</b>	<b>Poultry Science and Embryology</b> - The discipline of domesticated birds kept for eggs or meat and the branch of biology dealing with poultry embryos and their development
<b>HBI</b>	<b>Veterinary Science</b> - The discipline and art of prevention, cure, or alleviation of disease and injury in animals
<b>HC</b>	<b>Technology and Engineering</b> - Applied science to achieve a practical purpose through invention, planning, or manipulation
<b>HCA</b>	<b>Aerospace</b> - Physical science that deals with flight, the earth's atmosphere, and space
<b>HCB</b>	<b>Automotive</b> - Four wheeled vehicles designed for passenger transportation
<b>HCC</b>	<b>Bicycle</b> - Human powered two-wheeled vehicles
<b>HCD</b>	<b>Computer Technology</b> - The applied science related to or concerned with programmable electronic devices that can store, retrieve, and process data
<b>HCE</b>	<b>Electric</b> - Relating to, or operated by electricity
<b>HCF</b>	<b>Electronics</b> - Relating to or utilizing devices constructed or working by the methods of physics or the principles of electronics or electrons, e.g. robotics
<b>HCG</b>	<b>Engines, Tractors and Field Equipment</b> - Apparatus used for agricultural production and/or lawn or garden application
<b>HCH</b>	<b>Wood Science and Industrial Arts</b> - The disciplines associated with the processing and utilization of



wood products; making and using technical plans; developing dexterity and familiarity with tools, machines and processes for construction and repair

**HD      Physical sciences** - The natural sciences that deal primarily with non-living materials

**HDA      Astronomy** - the science of the celestial bodies and of their magnitudes, motions and constitution

**HDB      Chemistry** - The science that deals with the composition, structure, and properties of substances and of the transformations that they undergo

**HDC      Mathematics** - The science of numbers and their operations, interrelation combinations, generalizations, and abstractions and of space configurations and their structure and measurements

**HDD      Physics** - The science that deals with matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat, electricity, magnetism, radiation, atomic structure and nuclear phenomena

Curriculum Definitions are intended to assist in deciding how to code enrollment. We recognize that many projects will include content from several categories. Choose the code which best fits the major thrust of the project.